

PROGRAM REPORT FOR THE PREPARATION OF EDUCATIONAL LEADERS (School Building Leadership Level) Educational Leadership Constituent Council (ELCC)

1. Institution Name: Angelo State University

2. State: Texas

3. Date submitted: 02 / 02 / 2009

4. Report Preparer's Information: Jim Summerlin

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5. NCATE Coordinator's Information:

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6. Name of institution's program

School Administration (Principal Certification)

7. NCATE Category

Educational Leadership-Principal

8. Grade levels(1) for which candidates are being prepared

all level

9. Program Type: Other School Personnel

10. Degree or award level: Endorsement only

11. Is this program offered at more than one site? No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

Principal Certification

14. Program report status: Initial Review

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test? Yes

SECTION I - CONTEXT

- 1. Description of any state or institutional policies that may influence the application of ELCC standards.** Individuals who are certified in Texas to be principals must pass the Texas Examination of Education Standards (TExES) Principal examination. Institutional policies require candidates to meet the College of Graduate Studies standards for admission, retention and exit from the program.
- 2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.**

Students in Angelo State's M.Ed. in Educational Administration degree program and/or in the Principal Certification Program must complete a three credit hour Principal Internship (Field-based Experience). Students enroll in this course at or very near the end of their master's degree program of study. Students complete supervised field-based experiences that total a minimum of 120 clock hours in one Fall semester or Spring semester. The internship experience provides for the development of individual building-level organizational leadership skills under supervision of certified educational administrators and a university supervisor.

- 3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.** Applicants file for admission to the M.Ed. in Educational Administration Programs through the ASU College of Graduate Studies. In addition to completing the online application form for admission to Graduate School and submitting official transcripts of all undergraduate and graduate work completed at another university, Educational Administration faculty review the set of application materials submitted by applicants using a holistic review process. In addition to the graduate school's grade point average, Graduate Record Examination score, and essay requirements, candidates in the program must hold a Texas Teaching Certificate and must accumulate a minimum of two years of creditable classroom teaching experience to be eligible for Texas Principal Professional Certification. To remain in the program, students must maintain a 3.0 GPA in all required coursework to satisfy institutional requirements for satisfactory academic performance. To exit the program successfully, candidates must complete a final assessment. In past years that exit assessment was a comprehensive examination and has become, recently, a comprehensive review of the students work by a panel of faculty members.

- 4. Description of the relationship of the program to the unit's conceptual framework.**

The Educational Administration Program's conceptual framework (CF) is consistent with the unit's Educator Preparation Program framework to prepare professional educational leaders who become reflective practitioners with content knowledge, pedagogical skills, and professional dispositions. The faculty in the Educational Administration Program shares knowledge, demonstrates

skills and models dispositions for candidates. We encourage them to become professional educators and to become lifelong learners. The Educational Administration Program provides candidates with the knowledge, skills and dispositions (consistent with the ELCC standards), to become successful principals or leaders of other educational organizations.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system. The program assessment process is perfectly aligned with the unit's assessment process. Since the Educational Administrator Program has both a degree program and a certificate program we are monitored by the Texas State Board for Educator Certification and the Texas Higher Education Coordinating Board. The certification program is evaluated by overall pass rate by all test takers and within sub-populations by gender and ethnicity. The state board monitors the degree program by evaluating the overall structure, the delivery method, and the program assessments. Internal assessments for the Educational Administrator program are just a subset of the unit's self-assessment. We monitor and evaluate examination pass rates to insure the Texas Principal Competencies are adequately covered within the course work. Adjustments to improve the delivery are recommended by the department head or by faculty committees. The process is iterative and continuous.

Program of study:

MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION and PRINCIPAL CERTIFICATION PREPARATION PROGRAM

The Angelo State University Educational Administration Program offers a M.Ed. in Educational Administration and a Texas Principal Certificate. A candidate may enroll in just one of the courses of study or the candidate may elect to enroll in both simultaneously. The purpose of the Educational Administration Program is to prepare and develop professional educational leaders who can create a positive and effective learning environment, train the next generation of productive citizens, and foster a democratic vision for our pluralistic society. The program focuses on preparation of entry-level school administrators for the very large Central Texas Region of the state. The region is primarily comprised of widely dispersed small towns each with independent school districts. The Program is delivered through the Angelo State University campus in San Angelo, Texas which is geographically centralized within the Central Texas Region. However a significant portion of our student population resides in the far eastern region of our traditional geographic region. To reduce commuting time and make the program more economical for students, for some classes each semester faculty members travel to off-campus distance delivery sites (i.e., TTUS facilities at Fredericksburg, TTUS facilities at Highland Lakes, and the TTUS Center at Junction).

Students are admitted into the program at any time during the school year. They may enroll in required foundational courses as they are offered then engage in the educational administration content specific classes that rotate in a sequence. ASU faculty members deliver courses using a combination of face-to-face teaching and an asynchronous on-line content delivery via the Internet. The TTU Educational Leadership Principal Professional Certification Preparation Program is fully approved by the Texas Higher Education Coordinating Board (THECB) and by the Southern Association of Colleges and Schools for delivery utilizing these methods throughout central Texas.

The ASU M.Ed. in Educational Administration is a 39 credit hour program that fully incorporates a Masters Degree and Texas Principal Certification. Candidates who complete this program are qualified for building-level assistant principal, principal, curriculum coordination, and special program coordination positions. Some candidates have successfully moved directly into a variety of district central administrative office positions. Others have utilized the program to enhance their knowledge level and administrative abilities to improve their performance as athletic directors.

Candidates meet for 12 classes on-campus and by participating in a field-based internship on their home campus. They enroll in the internship near the end of their program of study. Students complete supervised field-based experiences that total a minimum of 120 clock hours in one semester. The internship experience provides for the development of individual building-level organizational administration skills under supervision of a certified on-site mentor and a university-based supervisor. Additionally, all candidates who are seeking Texas Principal Certification must pass a comprehensive examination.

Master of Education in Educational Administration

I. FOUNDATION COMPONENT

- _____ CI 6322 Technology Applications in Education
- _____ CI 6327 Social and Cultural Influences in Learning
- _____ CI 6331 Test and Measurement in Education
- _____ CI 6351 Human Growth and Development
- _____ CI 6391 Research

II. EDUCATIONAL ADMINISTRATION COMPONENT

- _____ CI 6313 Central Office and Business Administration
- _____ CI 6315 Problems of Instructional Supervision
- _____ CI 6317 Role of the Principal
- _____ CI 6372 Personnel and Fiscal Management
- _____ CI 6373 Educational Law
- _____ CI 6374 Supervision of Special Programs

III. FIELD COMPONENT

_____ CI 6319 Internship in School Administration

Note: As a requirement for the degree the candidate is required to successfully complete a Comprehensive Program Review. In addition to be eligible to take the Principal TExES candidates must have the following:

_____ Texas Teaching Certificate

_____ Two years creditable classroom teaching experience

Texas Principal Certification

I. COURSEWORK COMPONENT

- _____ CI 6317 Role of the Principal
- _____ CI 6313 Central Office and Business Administration
- _____ CI 6315 Problems of Instructional Supervision
- _____ CI 6373 Educational Law

III. FIELD COMPONENT

- _____ CI 6319 Internship in School Administration

Note: To be eligible to take the Principal TExES candidates must have the following:

- _____ Texas Teaching Certificate
- _____ Two years creditable classroom teaching experience

Candidate/Completers Information

School Administration Principal

Academic Year # of Candidates enrolled			Completers
2008-2009	20	10	
2007-2008	26	13	
2006-2007	38	19	

Faculty Information

Faculty Member Name Hadley, Nancy J.

Highest Degree, Field, & University(5) Ed. D., Curriculum and Instruction, University of North Texas

Assignment: Indicate the role of the faculty member(6) Faculty

Faculty Rank(7) Associate Professor

Tenure Track YES

Scholarship(8), Leadership in Professional Associations, and Service(9):List up to 3 major contributions in the past 3 years(10)

2007: E-Learn-World Conference on E-Learning in Corporate, Healthcare and Higher Education, Quebec City, Canada, Presentation entitled, Empowerment Model for E-Learning 2006-07: Article Published in the Journal of Educational Technology Systems, entitled, "The Portfolio Forum: Power in Reflection" 2007: Presentation: 14th Annual Conference of the American Association for Teaching and Curriculum, Cleveland, OH, entitled, "A Qualitative Study of Highly Distractible Students as Classroom Teachers"

Teaching or other professional experience in P-12 schools(11)

Professional Supervision, P-12, Provisional Secondary Computer Information Systems, 6-12, Prov. Information Processing Tech I, 6-12, Prov. Secondary History, 6-12, Prov. Secondary Mathematics, 6-12.

Faculty Member Name Livengood, Kimberly K.

Highest Degree, Field, & University(5) Ph. D., Curriculum and Instruction, Texas A&M at College Station

Assignment: Indicate the role of the faculty member(6) Faculty

Faculty Rank(7) Assistant Professor

Tenure Track YES

Scholarship(8), Leadership in Professional Associations, and Service(9):List up to 3 major contributions in the past 3 years(10)

2008: American Association for Teaching and Curriculum National Conference, Austin, Presentation entitled, " Stress Cycle of Pre-Service Teachers 2008: International Conference of the Society for Information Technology and Teacher Education, Las Vegas. Presentation entitled, "Technology in Online Teacher Induction Programs 2007: Article published in the National Journal of Urban Education and Practice, entitled, " Preparing Secondary Teachers for their First Year Emphasizing Multicultural Education

Teaching or other professional experience in P-12 schools(11)

Faculty Member Name McGlamery, Mary E.

Highest Degree, Field, & University(5) Ph. D., Curriculum and Instruction, Texas A&M at Commerce

Assignment: Indicate the role of the faculty member(6) Faculty

Faculty Rank(7) Assistant Professor

Tenure Track YES

Scholarship(8), Leadership in Professional Associations, and Service(9):List up to 3 major contributions in the past 3 years(10)

2008: National Association for the Education of Young Children Conference, Dallas. Presentation entitled, "Theory of Mind and Executive Function Deficits: Taking Gender Into Account" 2008: Article published in Curriculum and Teaching Dialogue, entitled, "The Case for Social Skills Training in the Primary School." 2007: Article published in the Journal of Emotional and Behavioral Difficulty, entitled, "Theory of Mind, Attention, and Executive Function in Kindergarten Boys.

Teaching or other professional experience in P-12 schools(11)

Faculty Member Name Miazga, John J.

Highest Degree, Field, University(5) Ed. D., Counselor Education, East Texas State University

Assignment: Indicate the role of the faculty member(6) Dean, College of Education

Faculty Rank(7) Professor

Tenure Track YES

Scholarship(8), Leadership in Professional Associations, and Service(9):List up to 3 major contributions in the past 3 years(10)

Texas Education Agency Educator Preparation Advisory Committee - 2006 - 2009
College Readiness Advisor-P-16 Standards - 2007-2010 Grant - Texas Hill Country Middle School Mathematics Teacher Training Initiative - 2008-2009

Teaching or other professional experience in P-12 schools(11)

Mathematics, Science, Biology, School Counselor

Faculty Member Name Stephens, Lu Anna M.

Highest Degree, Field, & University(5) Ph. D., Superintendency, University of North Texas at Denton

Assignment: Indicate the role of the faculty member(6) Faculty

Faculty Rank(7) Assistant Professor

Tenure Track YES

Scholarship(8), Leadership in Professional Associations, and Service(9):List up to 3 major contributions in the past 3 years(10)

2008: Article published in the Journal of Diversity in Leadership Practices, Texas Council of Women School Executives, entitled, "Reflections on Change and Transitioning from a Former Superintendent. 2008: Presentation, Society of Philosophy and History of Education, San Antonio, TX, "Barbed Wire, Bumps and Begonias." 2007: Article published, Journal of Philosophy and History of Education, V. 75, pp. 170-172, entitled, "www. Superintendents."

Teaching or other professional experience in P-12 schools(11)

Former school administrator.

Faculty Member Name Summerlin, James A.

Highest Degree, Field, & University(5) Ed. D., Educational Administration,
Baylor University at Waco

**Assignment: Indicate the role
of the faculty member(6)** Faculty

Faculty Rank(7) Associate Professor

Tenure Track YES

**Scholarship(8), Leadership in
Professional Associations, and**

**Service(9):List up to 3 major
contributions in the past 3
years(10)**

2005-2007: Principal Investigator, MELL Grant, \$250,000 . at Sul Ross State
University, TX. 2007: Presenter at Southwest Educational Research Conference.
Title: A Qualitative Mega-analysis of Quantitative Research on English Language
Learners and Math. 2007: Presenter at Texas Council of Teachers of
Mathematics. Title: Mathematics and English Language Learners: Effective
Methods.

**Teaching or other professional experience in
P-12 schools(11)**

Faculty Member Name Tarver, David J.

Highest Degree, Field, & University(5) Ed. D., East Texas State University

**Assignment: Indicate the role
of the faculty member(6)** Faculty

Faculty Rank(7) Associate Professor

Tenure Track YES

**Scholarship(8), Leadership in
Professional Associations, and**

**Service(9):List up to 3 major
contributions in the past 3
years(10)**

2008: Book Chapter entitled: " Establishing effective multicultural classrooms in
Texas," published in Santrock, Educational Psychology, Texas Version, 3E,
McGraw-Hill. 2007: Presentation entitled, "Ethics Update: Making decisions and
keeping informed," Texas Counseling Association, 51st Annual Conference,
Corpus Christi. 2007: Presentation entitled, "Success on TExES School
Counseling exam: Best Practices" Texas Counseling Association, 51st Annual
Conference, Corpus Christi.

**Teaching or other professional experience in
P-12 schools(11)**

SECTION II - LIST OF ASSESSMENTS

	Assessment Type	Assessment Name	When administered
Assessment #1: Content	State Licensure exam	TExES Examination for Principals	Last semester of program
Assessment #2: Content	Oral and written summative presentation	Comprehensive Program Review	Final semester of program
Assessment #3: Planning and Supervision	Supervisory plan, case study, demonstration and practice of communication, administration, leadership skills	Content Assessment in CI 6315	Administered during enrollment in CI 6315
Assessment #4: Field Experiences; practicum; internship	Internship/Clinical Practice	CI 6319: Internship	Near the end of the program
Assessment #5:Support of Student learning	Case studies about role of principal in instructional leadership	Content assessments in CI 6315 and CI 6371	On-going and cumulative. Accumulated at end of program of study
Assessment #6:Business Mgmt	Business management evaluation of reflective thinking and decision-making	Reflective logs, case studies, in CI 6371 and CI 6313; assignments integrated	During program of study in specified courses
Assessment #7: Organizational management	Assessment of organizational mgmt. and community relations	Design and analysis of campus/community relations plans; inter-campus communication plans, and written professional communication. Measured in CI 6313 and CI 6391	On-going